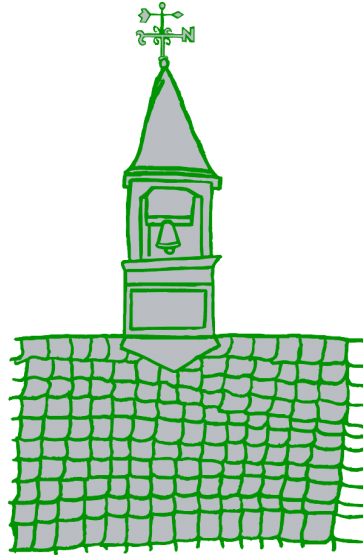
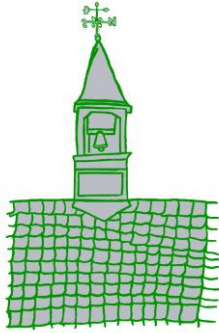


# Fakenham Junior School Behaviour Policy



**Approved: December 2014**  
**Review Date: December 2015**  
**(or to meet new legislation and practices)**



*At Fakenham Junior our ethos is:*

- *Care*
- *Are proud of ourselves and proud of each other*
- *Are safe, healthy and happy*
- *Have good manners*
- *Strive to be independent learners* □

## **Introduction**

At Fakenham Junior School, we aim to create a happy, safe, caring, stimulating, inclusive environment for all. We aim to encourage self-discipline and to keep rules and regulations to a minimum. As members of the community, we aim to build positive relationships with each other, with the children and with their families. We also have exceptionally high expectations of behaviour and we expect each individual to respect others, their families, culture and beliefs.

We support pupils in developing the skills to maintain positive relationships with others and to resolve disagreements and problems themselves. It is our role to educate our pupils to understand how their behaviour affects others and its impact on others. Pupils are supported to identify ways they can put right the harm they have caused. This approach ensures we are not teaching pupils that by harming others they will be punished and should therefore try to avoid this by eluding being discovered. Instead we are helping them to become empathic, considerate people who have the skills to avoid and resolve problems independently.

## **Aims**

To establish an ethos where positive behaviour is promoted and inappropriate behaviour dealt with consistently.

To secure a learning climate where effective teaching and learning can take place and thus increase children's opportunities for their personal development

To promote self discipline and the skills necessary to form good relationships, in order for children to make the right choices for themselves and others.

To motivate all children to enjoy and achieve.

## **Positive Behaviours**

Our pupils and staff are considerate of each other and our surroundings and always behave in a positive way. The rewards for such behaviour are intrinsic and we recognise that feeling good about something you have done is a very significant reward. We also aim to reinforce positive behaviour with praise and recognition of it.

We believe that children achieve best when there is a partnership between home and school and this applies particularly to behaviour. We expect parents to support the school in maintaining good discipline, which in turn ensures good learning, by undertaking a home/school agreement as written evidence that they are in agreement. We aim to work with parents and keep them informed at each stage of the policy.

Good discipline is the shared responsibility of all staff. We know that if we expect the children to behave well, the adults in the school must model good behaviour themselves.

We will not tolerate:

- humiliation – it breeds resentment;
- shouting – it diminishes us;
- over reacting – the problem will grow;
- blanket punishment – the innocent will resent them;
- harsh sarcasm;
- threatening children with someone else’s discipline;
- using an area of the curriculum as a punishment (e.g. extra maths or no P.E.);

Pupils are provided with the opportunities to take on responsibilities within their own class, and across their school. These include:

- Membership of the School Council;
- Buddies on the playground;
- Sports Leaders
- House Captains
- Hall monitors
- Bell monitors
- handing out and collecting resources;
- returning registers to the office;
- supporting office admin staff to deliver letters/resources;

## **Rules**

The ethos of the school underpins all rules relating to behaviour within the school. Our ethos is:

At Fakenham Junior we:

1. Care
2. Are proud of ourselves and proud of each other
3. Are safe, healthy and happy
4. Have good manners
5. Strive to be independent learners

In addition, each teacher works with their class to formulate a set of shared, meaningful rules about appropriate ways of behaving in school and in the classroom. We frame our rules positively and we remind children about the rules in positive ways and praise those who are keeping them. Children are encouraged to take responsibility for their own actions and behaviour. They know the rules and the reasons for them.

In our school we do not accept:

- a) bullying (including cyberbullying);
- b) racism, sexism or ageism;
- c) intolerance of the religion or beliefs of others;
- d) homophobic remarks or name calling;
- e) swearing or offensive behaviour, including rude gestures;
- f) physical abuse – pushing, pulling, spitting, hitting, biting, kicking, fighting;
- g) lying;
- h) stealing or abuse of property;

- i) leaving the classroom without permission;
- j) refusal to follow instructions;
- k) disrupting the learning of others;
- l) inappropriate reaction to criticism / discipline;
- m) disrespect to another child or member of staff or a visitor to the school.
- n) Antagonising behaviour

We are proud we have created a well-organised, attractive and stimulating learning environments

We have expectations for the various areas within the school as well as for behaviour during specific 'whole school' activities such as assemblies.

### **The school environment**

Our expectation is that classrooms will be tidy and well organised as this has a positive impact on behaviour.

All of us should be proud of our interesting, well-resourced school. It is the responsibility of adults and children alike to maintain our pleasant school by looking after the resources and displays.

### **Corridors**

Children are expected to walk quietly around the building at all times (especially when passing through areas where other people are working). Children should be encouraged to hold doors open for others showing politeness and consideration for others.

### **Assemblies**

Staff and children are expected to enter and leave the hall silently and sit quietly during assembly showing respect for the adult or children delivering the assembly

### **The dinner hall**

Children should line up quietly and take their meal and follow any directions of the teacher in charge/lunchtime supervisors. After the meal children should clear their eating area, leave the dining area quietly and walk to the playground or field. All children are expected to take a turn in cleaning trays.

### **The playground**

At lunchtime, children are expected to respect the authority of the adults on duty in the same way that they would with the teaching staff. All children should feel safe outside and must be made aware of the importance of informing a duty adult if they have been hurt, are being bullied or harassed. The lunchtime supervisors are responsible for ensuring that a good range of play equipment is available for the children. *Additional guidance and rules for play time can be found at appendix C*

### **School uniform**

Children are expected to wear school uniform at all times. We feel this gives the children a sense of pride and purpose and creates a sense of community that encourages good

behaviour. Guidance for school uniform is detailed in the school brochure on the school website, or available in printed form from the school office. All members of staff are expected to enforce rules on school uniform and challenge children who are not correctly attired.

### **Involving Parents/Carers**

Staff at Fakenham Junior believe in keeping parents involved and aware of behavioural and other matters. We believe that working together will benefit the children.

- As far as possible, parents/carers will be informed of achievements so they can share in their child's rewards.
- Staff may use the informal 'chat at the gate' approach.
- Homework diaries are used to send messages home.
- The Parents Consultations Evenings also provides a forum for discussion.

### **Rewards and Sanctions**

Rewards are more effective than punishment in encouraging and motivating students and should be used as an incentive for success. Staff should always attempt to use the principles of Restorative Practices and should not rely on sanctions to resolve the effects of inappropriate behaviour. Failure to respond to restorative interventions may lead to sanctions being imposed. Sanctions will be an escalating nature and will be proactive in amending students' behaviour.

#### **Rewards**

We praise and reward children for good behaviour in a variety of ways. These include:

- Regular and specific praise
- house points
- stickers and stamps
- whole class rewards (goody cube jar/class dojo/table points)
- golden ticket
- *lunchtime supervisors selecting 'lunchtime superstars';*
- good work badges
- show work to head or another teacher

#### **Roles and Responsibilities**

The promotion of positive behaviour is the responsibility of the school community as a whole.

The governing body, Headteacher and staff are responsible for ensuring that all aspects of the school's behaviour policy and its application, promote equality for all students. The roles include:

1. The governing body defining the principles underlying the school's behaviour policy.
2. The Headteacher and the Senior Leadership Team in framing and establishing an environment to encourage positive behaviour and regular attendance.
3. All staff in ensuring the policy is consistently and fairly applied and that the students are taught how to behave well.
4. Students who are able to behave in a way that promotes the learning of all in the community.
5. Parents and carers in taking responsibility for their child's behaviour inside and outside the school to maintain high standards of behaviour.

## The Restorative Approach

At Fakenham Junior School, for more serious issues, we adopt the principles of The Restorative Approach; an approach to negative, inappropriate behaviour which puts repairing harm done to relationships and people at the centre of our focus. Everyone involved in an incident is taken through the 5 stages of the Restorative Approach and is therefore supported in coming to understand the harm that has been caused to all parties.

The 5 stages are:

**What happened?** Drawing out each person's story one at a time.

**What do you think and feel about that?** What each person was thinking at the time, before and since.

**Who has been affected and how?** Who has been harmed/affected and how?

**What are the needs of those involved?** What those affected need to feel better, move on, repair harm and rebuild relationships.

**What agreement can we reach about the future?** How do those people agree and negotiate meeting the needs identified above and what support might they need to do this? Staff support pupils in this process but try to ensure the pupils form their own agreement when possible.

This approach encourages those involved to identify ways in which a relationship can be repaired or how they can move forward. By giving pupils this responsibility we are supporting them in developing their own strategies for avoiding and resolving conflict. We also believe that if pupils reach their own agreement as to how to move forward after a conflict, they are more likely to abide by it than if it is suggested by an adult or imposed upon them. By involving the pupils in the design of the agreement we give them ownership over it and ensure it is helping them to resolve the situation in their own way.

All staff working within our school use **active listening** skills when dealing with a conflict. This enables them to draw out more from those involved.

Summarising So there seems to be several things bothering you

Encouraging Tell me something about that? Earlier you said....

Acknowledging That sounds important. That must have been hard for you

Reflecting So you..... (repeat back last few words..)

**Active Listening**

Checking So I hear you say.... Am I right in saying.....

Empathy It's understandable that you are worried/upset about this

Affirmation Thanks for telling me... I appreciate you talking to me about this...

Clarification Can you help me understand that more...

## Appendix A

## FJS Behaviour Plan

*'The heart of any behaviour plan is praise and reward, and the recognition of positive behaviour'*

### **Rights and Responsibilities**

Students have the right to a teacher who will provide consistent positive encouragement to motivate them to behave.

Students have the right to know what behaviours they need to engage in to enable them to succeed in the classroom.

Staff and students have the right and the responsibility to establish rules and directions that clearly define the limits of acceptable and unacceptable behaviour in line with the school policy.

In the classroom, the teacher has the right to teach and the students have the right to learn, free from disruptive behaviour.

It is expected that staff will follow the behaviour plan consistently throughout the school day.

### **The Behaviour Plan**

The behaviour plan outlines the rules, rewards and consequences. These will be agreed by the class in the first week of each new school year. The behaviour plan will be displayed in a prominent place in the classroom and referred to and reviewed on a regular basis.

A behaviour plan has three parts:

1. Rules
2. Rewards
3. Consequences

### **Rules**

Class rules are agreed at the beginning of the school year. They will be reviewed during the year as behaviours become routine and new issues arise. Rules are individual to each class, but should reflect the school ethos and school wide code of conduct

Choose a maximum of 5 rules that

- let the students know what behaviours are expected in the classroom at all times.
- are observable
- can apply at all times through the day
- apply to behaviour only

### **Rewards and Positive recognition**

- Use positive recognition to encourage students to behave appropriately and to continue appropriate behaviour
- Increase students' self-esteem through consistent and meaningful recognition. Let the student know that you notice his/her efforts.

- Create a positive classroom environment for you and your students through consistent positive recognition.
- Consistent positive recognition will help you teach appropriate behaviour and establish positive relationships with students.
- Praise students' responsible behaviour with rewards.
- Motivate students through special privileges such as extra computer time or being a class monitor.
- Use a classwide positive recognition system as a means to motivate all students to learn a new behaviour or to work on a problem behaviour that the group is having

A number of rewards used frequently in school are listed below. Check with the Headteacher or Deputy before offering other rewards

#### Individual rewards

##### **Praise**

Positive notes and phonecalls home  
 Special privileges  
 Behaviour awards  
 Showing work to other staff  
 House points  
 Good work badges  
 Lunchtime awards  
 Star of the week

#### Classwide Rewards

Choose something you are comfortable with which does not intrude extensively into learning time.

Goodie Jar  
 Class points  
 Class dojo  
 Show and tell sessions  
 Goldentime  
 Non uniform days  
 Story sessions

#### Consequences

'When off task or disruptive behaviour occurs, you must be prepared to deal with it calmly and quickly'.

Consequences

- Are a choice
- Do not work in isolation, they must be balanced with positive support.
- Do not have to be severe to be effective
- Must be appropriate for your students and you must be comfortable using them
- Must be ones that students do not like, but never physically or psychologically harmful.
- Organised into a hierarchy that clearly spells out what will happen from the first time a student breaks a rule to the fifth time the same student breaks a rule



The first consequence will be a warning. Further consequences could include:

1. Warning
2. 1 to 5 minutes wait after class, playtime or lunchtime,
3. 5+ minutes wait after class, playtime or lunchtime, recorded on the behaviour sheet.
4. Refer to Pastoral Support Leader and contact parent/carer
5. Refer to head or deputy and contact parent/carer

The plan must have a severe clause for serious lapses of good behaviour. This should include removing the student from the class. The Behaviour Support Leader, Deputy or Head can be called for support if required. *No teacher no matter how skilled, well trained or experienced is capable of working successfully with every student without support.*

### Teaching responsible behaviour

#### 1 Teaching specific directions

- Identify the classroom situations for which specific directions need to be taught.
- Teaching specific directions immediately before the activity is to take place with the same care you would to any academic lesson.
- Explain the rationale for teaching the direction.
- Check for understanding after teaching the directions.
- Review the directions for each activity as long as it is necessary.
- Visual clues around the classroom will help remind the students of appropriate behaviour during different activities.

#### 2. Using positive recognition to motivate the students to behave

- Use positive repetition to reinforce students who are following directions and to give a positively stated reminder to those students who are not yet following directions.
- Integrate consistent praise into any lesson or any interaction with students.
- Use the scanning technique when you are working with a small group of students within the whole class.
- Circulate the class as you teach and keep giving praise.
- Use positive support to encourage appropriate behaviour and raise self-esteem.
- Make a goal to praise every student every day.

#### 3. Re-directing non-disruptive off task behaviour.

Differentiate between disruptive and non-disruptive off task behaviour. Never ignore non – disruptive off task behaviour as the student is not engaged in learning. Redirect to learning by:

- A look which tells the student you are aware of the behaviour.
- Stand beside the off task student.
- Mention names while teaching.
- Use proximity praise.
- Take the first opportunity to praise the student when back on task.

### Implementing Consequences

‘Consequences given consistently and calmly help teach students to behave responsibly. The consistent use of consequences teaches students that if they choose to behave in an inappropriate manner, they will also choose to accept the negative consequences of that choice.’

- Be consistent. Consequences must be provided every time a student disrupts.

- Give consequences in a firm, calm manner. The positive effects of consequences can be undermined if they are imposed in a hostile manner.
- Refocus students who attempt to argue.
- After a student receives a consequence, take the first opportunity to recognise something positive the student is doing.
- Provide an ‘escape mechanism’ for students who are upset and want to talk about what has happened.
- ‘Move in’ when a student is being continually disruptive.
- Stay calm if students challenge your authority.
- Very occasionally, there will be times when in your professional judgement it will not be in the student’s best interest to provide a consequence. Your hierarchy is a guide, not the law.

*The art of teaching is the ability of successful teachers to blend academic study and behaviour management into a cohesive whole.*

## **Appendix B Pastoral Support Leader**

*The role of the Pastoral Support Leader (PSL) is to help students to develop social skills and strategies need to be successful during the unstructured parts of the day as well as in the classroom. Working with the SENDCo, short term, structured sessions to build self-esteem and confidence are all part of that responsibility.*

### Lunchtime Support

Choices lunchtime club will be in the ICT suite or the music room. Children can be identified to join the group by referral to the SENDCo or PSL. Referrals can be on the yellow ‘Area of Concern’ form or by the white direct referral to PSL. These forms are in the yellow folder in the staffroom.

During Lunchtime the responsibilities of the PSL include:

- Choices students to check in every day if required.
- The children may ask to spend this time with the PSL if the day is not going well.
- Choices students may be asked to complete work not finished during the lesson time with the PSL during the lunchtime.
- The PSL supports students taking lunch in the hall.
- The activities help social skills and give opportunity for one to one discussion time, to help the children plan strategies which can be rehearsed in role play.
- Midday supervisors and the PSL can call for support from the head or deputy during the lunchtime.

Behaviour is monitored by the PSL through the red behaviour files and lunchtime records. This is reported to the governors termly.

**Appendix C**  
**FJS Midday Supervisory Assistants Behaviour Plan**

<b>Rules</b>
<b>Be kind and polite to each other</b> <b>Respond first time to instructions</b> <b>No rough games</b> <b>Don't hurt others</b> <b>Use quiet voices when inside</b> <b>Walk unless you are playing a game outside</b>

<b>Rewards</b>
<b>Praise</b> <b>Stickers</b> <b>Housepoints</b>

<b>Consequences</b>	
<b>Wet Play</b>	<b>Hall</b>
<b>Warning</b> <b>Last in line/short time out of class</b> <b>Longer time out of class</b> <b>Refer to Senior MSA/Name in behaviour book</b> <b>Refer to Deputy or Headteacher</b>	<b>Warning</b> <b>Last in line/Remove for 1 minute</b> <b>Move student to sit alone</b> <b>Refer to Senior MSA/Name in behaviour book</b> <b>Refer to Deputy or Headteacher</b>
<b>Playground</b>	<b>Field</b>
<b>Warning</b> <b>Last in Line/short time out</b> <b>Longer time out</b> <b>Shadow MSA</b> <b>Refer to Senior MSA/name in the behaviour book</b> <b>Refer to Deputy or Headteacher</b>	<b>Warning</b> <b>2nd Warning</b> <b>Shadow MSA</b> <b>Remove from field/behaviour book if serious</b> <b>Refer to Senior MSA/ name in the behaviour book</b> <b>Refer to Deputy or Headteacher</b>

Behaviour incidents should be recorded every day in the lunchtime behaviour file before the MSA leaves the site. . This is checked daily by the PSL at the end of each lunchtime.

